

6 month reporting date 11/28/03
 12 month reporting date 05/28/04
 18 month reporting date 11/28/04
 CLOSED 11/29/04

Selby Area School District Improvement Plan/Progress Report Form

Principle: 3- Appropriate Evaluation					
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In 4 of 8 files reviewed, functional assessment was not included in the evaluation procedures; therefore, present levels of performance were not linked to evaluation. In other files, functional assessment was administered but not in the students suspected area of disability. For example, the area of disability is reading comprehension and functional assessment was administered in the area of math. Other files contained functional assessment relative to the student's disability; however, the information was not summarized into a form of evaluation report resulting in no link between evaluation, present level of performance and the annual goals.</p>					
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure a team of knowledgeable staff to include functional assessment information in the evaluation process. The functional assessment will link present level of performance and annual goals and will be summarized in the final evaluation report.</p>					
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p style="color: blue;">Initial and reevaluations will include functional assessments in all areas of suspected disability and a written report/summary of assessment results. Assessment results will link to present levels of performance.</p>					
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress	18 month progress

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<p>1. What will the district do to improve? Functional assessment will be administered in all areas of suspected disability for every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective? Each teacher will review 50% of the student files who received an initial evaluation or reevaluation and report the % of files which contain functional assessment data in all areas of suspected disability.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Not met</p>	<p>Met</p>
<p>Please explain the data (6 month) Special Educators</p> <p>In 50% of the students who were initially evaluated or reevaluated 80% contained functional evaluation in all areas of suspected disability.</p>					
<p>Please explain the data (12 month)</p> <p>A total of 6 evaluation files were reviewed. Functional assessment in all areas of suspected disability was present in 4 of 6 file. The OT and/or PT evaluations did not appear to contain functional assessment information for two students.</p>					
<p>Please explain the data (18 month)</p> <p>A total of 3 evaluations were conducted and reviewed during this 6 month reporting period. 100 % contain functional assessment reports.</p>					

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<p>2. What will the district do to improve? When evaluating a student a functional assessment evaluation report will be a part of every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective? Each teacher will review 50% of the student files who received an initial evaluation or reevaluation and report the % of files which contain a functional assessment report in all areas of suspected disability.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Not met</p>	<p>Met</p>
<p>Please explain the data (6 month)</p> <p>In 50% of the students who were initially evaluated or reevaluated 80% contained functional evaluation reports in all areas of suspected disability.</p>					
<p>Please explain the data (12 month)</p> <p>A total of 6 evaluation files were reviewed. Functional assessment reports were present in all areas of suspected disability in 4 of 6 file. The OT and/or PT evaluation reports did not appear to contain functional assessment information for two students.</p>					
<p>Please explain the data (18 month)</p> <p>A total of 3 evaluations were conducted and reviewed during this 6 month reporting period. 100 % contained functional assessment.</p>					

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<p>3. What will the district do to improve? Present levels of performance will consistently directly link to the skills identified in the functional assessment report for all students initially evaluated and reevaluated.</p> <p>What data will be given to OSE to verify this objective? Each teacher will review 50% of the student files who received an initial evaluation or reevaluation and report the % of files which contain present levels of performance that link to functional assessment report skills.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Not met</p>	<p>Met</p>
<p>Please explain the data (6 month)</p> <p>In 50% of the students who were initially evaluated or reevaluated 60% contained functional evaluation in all areas of suspected disability.</p>					
<p>Please explain the data (12 month)</p> <p>A total of 6 evaluation files were reviewed. In 2 of the evaluation files, OT and PT present levels of performance were based upon the standardized testing. In 3 files all information was linked except transition evaluation information was not included in the present levels of performance. In 1 file the present levels of performance linked to the functional assessment however, the information did not represent specific skill the student needed to develop.</p>					
<p>Please explain the data (18 month)</p> <p>A total of 3 evaluations were conducted and reviewed during this 6 month reporting period. 100% of the present levels of performance were skill based and linked to functional assessment.</p>					

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Principle:						3-Appropriate Evaluation								
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)														
Through interview and a review of 2 student files evaluation procedures were not implemented prior to dismissal.														
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.														
Evaluation procedures will be followed prior to dismissal from special education services.														
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Evaluation procedures will be implemented and prior notice/consent for evaluation will be provided to parents when determining continued eligibility/dismissal from special education/related services.														
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.					Timeline for Completion		Person(s) Responsible		6 month progress Record date objective is met		12 month progress		18 month progress	

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<p>1. What will the district do to improve? The district will secure prior notice/consent for evaluation and implement appropriate evaluation procedures prior to the dismissal of a student from special education or related services.</p> <p>What data will be given to OSE to verify this objective? The district will spot check 100% of the file for students who have been dismissed from special education or related service and report the % of dismissals that followed all evaluation procedures.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Not met</p>	<p>Met</p>
<p>Please explain the data (6 month)</p> <p>Only 1 student has been dismissed from special education. Prior notice was given to the family however consent was refused. Functional assessment and previous evaluations were used to determine continued eligibility. The team met and dismissed the student from services. The dismissal was documented through an IEP addendum and the cover sheet of the IEP.</p>					
<p>Please explain the data (12 month)</p> <p>During this report period, 2 students were dismissed from special education. One student, age 18, withdrew consent for special education service. Reevaluation procedures were not followed for the other student.</p>					
<p>Please explain the data (18 month)</p> <p>A total of 2 students were dismissed from special education during the 6 month reporting period. Appropriate evaluation procedures were followed for both of the students.</p>					

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Principle: 5- Individualized Education Program					
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team concluded through file reviews and staff interviews, that progress toward annual goals was not reported to parents for students at the elementary level. The monitoring team confirmed in three of four student files that justification statements restated the students present levels of performance rather than describing why the instruction could not be conducted in the regular classroom setting.					
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Students receiving services will have goals and objectives progress and procedure codes completed and have justification statements that explain why the education setting chosen is appropriate for each child.					
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All justifications for placements will describe why the student cannot receive instruction in the regular classroom setting. All progress reports at the elementary level will document progress toward the annual goal.					
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress	18 month progress

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<p>1. What will the district do to improve? The district will write student specific reasons for the removal of a student from their typical peer group when determining why the student cannot receive instruction in the regular classroom setting.</p> <p>What data will be given to OSE to verify this objective? Each special educator and related service provider will review 50% of their IEPs written during the 6 month progress reporting period and report the % of justification statements which adequately describe the students removal/placement decision.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Not met</p>	<p>Met</p>
<p>Please explain the data (6 month)</p> <p>In 50% of the IEP written during the 6 month reporting period the justification for placement was appropriately developed in 54% of the files reviewed.</p>					
<p>Please explain the data (12 month)</p> <p>A total of 9 files were reviewed. 6 of the 9 justification for placement statements describe the student instructional needs that resulted in their removal from the regular classroom setting.</p>					
<p>Please explain the data (18 month)</p> <p>A total of 6 files were reviewed. 100% of the justification for placement statements describes the student's instructional need that resulted in their removal from the regular classroom setting.</p>					

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<p>2. What will the district do to improve? All progress report sent to parents of students with disabilities will document the student's progress towards their annual goals.</p> <p>What data will be given to OSE to verify this objective? The elementary teacher will review 50% of files and report the % of progress reports that contain the student's progress toward each annual goal.</p>	<p>April 1, 2003 On-going</p>	<p>Special Educators & Related Service Providers</p>	<p>On-going</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>In 50% of the IEP written during the 6 month reporting period, progress reports that contained the student's progress toward each annual goals was developed and sent to parents.</p>				
<p>Please explain the data (12 month)</p> <p>A total of 3 files were reviewed. 100% of the progress reports sent to parents contained the student's progress toward each annual goal.</p>				